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News Items from the School of Education of the University of Chicago

CHANGE OF PRINCIPAL IN THE UNIVERSITY HIGH SCHOOL

Mr. Morton Snyder, for two years principal of the University High School, has accepted the position of headmaster of the Park School, Baltimore, Maryland. This is one of the newer private day schools of the East. It is being developed along distinctly progressive lines, with emphasis on modern technique in instruction and school administration. The school, which enjoys the advantage of an up-to-date plant with twenty acres of school ground, has about three hundred pupils, from the kindergarten through the high school.

Mr. William C. Reavis, superintendent of schools, Alton, Illinois, has been engaged as principal of the University High School. Mr. Reavis took a bachelor's degree in the University of Chicago in 1908, a master's degree in 1911, and is well advanced toward the doctor's degree. He has had wide experience in public-school administration and supervision, which prepares him admirably for the principalship of the University High School. He served for four years as superintendent of schools and principal of the high school in Oakland City, Indiana. He was then principal of several elementary schools in St. Louis, where his work, particularly in the Laclede School, attracted wide attention. While in St. Louis he served as an instructor in Harris Teachers College, giving courses in educational sociology and psychology. During the last two years he has been superintendent of schools at Alton, Illinois. In addition to his duties as principal of the University High School, Mr. Reavis will give courses in the College of Education on the administration and supervision of high schools.

RECOMMENDATIONS OF ENGLISH DEPARTMENTS IN HIGH SCHOOLS RELATING TO GEOGRAPHICAL AND HISTORICAL READING

One of the aims of reading in high schools as set forth in the bulletin on the reorganization of English in secondary schools is

the giving of geographical and historical information. As a step toward finding out just what geographical and historical material is given to the pupil through reading, Hazel E. Kock, A. M., recently made a study of the content of the books most frequently recommended by the high schools of the country. Lists of books read intensively in class and lists of books for outside reading were gathered from thirty-four high schools. The books recommended by the Committee on Reorganization were included. A total of 4,025 different books was found on the thirty-five lists, with books mentioned all the way from one to twenty-eight times.

An analysis of these books showed the following facts: The geography of the United States, England, and Scotland is as adequately revealed as is possible in literature. The geography of France and Canada is presented only fairly well. Greece, Italy, Russia, Sweden and Norway, Spain, Palestine, and India are revealed to some extent, but they need more frequent mention to insure adequate discussion. Other parts of the world receive inadequate treatment. The history of the United States and England in the eighteenth and nineteenth centuries is well revealed. The history of France and Germany is covered in an incidental way from the time of Christ to the present. The history of Ancient Greece and Rome during the period of their supremacy is adequately presented. Personal, family, and group life in the countries touched upon is well revealed, and, with two exceptions, the dramatic crises of Europe are adequately described. History of civilizations other than those of the Western World is not discussed at all.

This study is merely an initial step in the direction of making a proper correlation between the objectives of reading and the materials recommended for class and library use.